

Lexington Middle

702 North Lake Drive
Lexington, South Carolina 29072

Grades	6-8 Middle School	
Enrollment	1,710 Students	
Principal	Laura S. McMahan	803-359-6169
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	4	0	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Good	No
2005	Excellent	Excellent	No
2006	Good	Below Average	No

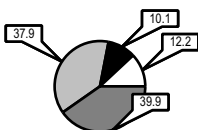
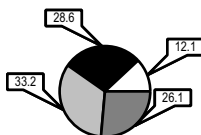
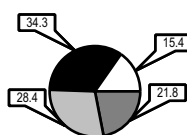
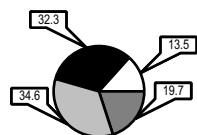
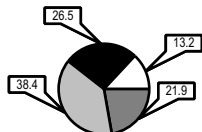
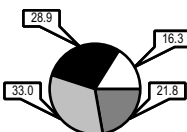
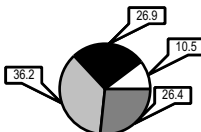
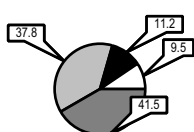
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	98.9
English 1	100.0	98.6
Biology 1/Applied Biology 2	N/A	81.4
Physical Science	N/A	82.4
All Subjects	100.0	97.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,711	99.6	12.0	37.8	40.0	10.2	62.4	Yes	Yes
Gender									
Male	889	99.3	15.8	41.5	35.9	6.8	55.4	N/A	N/A
Female	822	99.9	8.0	33.9	44.2	13.9	69.8	N/A	N/A
Racial/Ethnic Group									
White	1,504	99.6	10.2	37.2	41.9	10.8	64.8	Yes	Yes
African American	118	100.0	33.0	46.2	15.1	5.7	31.1	No	Yes
Asian/Pacific Islander	34	100.0	5.9	41.2	41.2	11.8	64.7	I/S	I/S
Hispanic	44	100.0	27.0	32.4	37.8	2.7	59.5	I/S	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,584	99.9	8.1	38.5	42.7	10.7	66.3	N/A	N/A
Disabled	127	96.1	64.9	28.8	2.7	3.6	9.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,711	99.6	12.0	37.8	40.0	10.2	62.4	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	66.7	25.0	8.3	0.0	8.3	I/S	I/S
Non-Limited English Proficient	1,693	99.6	11.6	37.9	40.2	10.3	62.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	252	98.8	28.1	48.7	20.1	3.1	34.8	Yes	Yes
Full-pay meals	1,453	99.7	9.4	36.1	43.1	11.3	66.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,711	99.5	11.5	33.4	26.3	28.8	66.3	Yes	Yes
Gender									
Male	889	99.2	13.2	32.4	25.3	29.1	66.3	N/A	N/A
Female	822	99.9	9.7	34.5	27.3	28.4	66.4	N/A	N/A
Racial/Ethnic Group									
White	1,504	99.5	9.6	32.8	27.2	30.4	69.1	Yes	Yes
African American	118	100.0	37.7	40.6	14.2	7.5	31.1	Yes	Yes
Asian/Pacific Islander	34	100.0	2.9	32.4	17.6	47.1	79.4	I/S	I/S
Hispanic	44	100.0	16.2	37.8	32.4	13.5	51.4	I/S	Yes
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	1,584	99.9	8.1	33.6	27.6	30.7	70.3	N/A	N/A
Disabled	127	95.3	58.2	31.8	7.3	2.7	11.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,711	99.5	11.5	33.4	26.3	28.8	66.3	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	33.3	41.7	16.7	8.3	33.3	I/S	I/S
Non-Limited English Proficient	1,693	99.5	11.4	33.4	26.3	28.9	66.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	252	98.8	28.6	43.3	16.5	11.6	40.2	Yes	Yes
Full-pay meals	1,453	99.7	8.8	31.9	27.8	31.5	70.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,709	99.6	15.0	28.7	22.0	34.4	56.3
Gender							
Male	888	99.4	16.0	25.3	20.7	38.0	58.7
Female	821	99.8	13.9	32.3	23.3	30.5	53.8
Racial/Ethnic Group							
White	1,502	99.6	12.6	28.5	22.5	36.4	58.9
African American	118	100.0	43.4	34.0	13.2	9.4	22.6
Asian/Pacific Islander	34	100.0	8.8	17.6	20.6	52.9	73.5
Hispanic	44	97.7	27.0	27.0	29.7	16.2	45.9
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,582	99.7	11.8	29.1	22.6	36.6	59.2
Disabled	127	97.6	57.9	23.7	14.0	4.4	18.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,709	99.6	15.0	28.7	22.0	34.4	56.3
English Proficiency							
Limited English Proficient	18	94.4	58.3	33.3	0.0	8.3	8.3
Non-Limited English Proficient	1,691	99.6	14.7	28.7	22.1	34.6	56.7
Socio-Economic Status							
Subsidized meals	252	99.2	37.6	31.9	16.4	14.2	30.5
Full-pay meals	1,451	99.7	11.4	28.2	22.9	37.6	60.5

Social Studies							
All Students	1,709	98.9	12.5	35.0	19.8	32.6	52.5
Gender							
Male	888	98.5	11.8	30.4	18.7	39.0	57.8
Female	821	99.3	13.2	39.9	21.0	25.8	46.8
Racial/Ethnic Group							
White	1,502	99.1	11.0	34.5	20.2	34.3	54.5
African American	118	95.8	30.4	42.2	14.7	12.7	27.5
Asian/Pacific Islander	34	100.0	2.9	35.3	14.7	47.1	61.8
Hispanic	44	97.7	21.6	35.1	27.0	16.2	43.2
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,582	99.7	10.0	35.3	20.5	34.3	54.7
Disabled	127	89.0	49.0	31.7	10.6	8.7	19.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,709	98.9	12.5	35.0	19.8	32.6	52.5
English Proficiency							
Limited English Proficient	18	94.4	41.7	33.3	16.7	8.3	25.0
Non-Limited English Proficient	1,691	98.9	12.3	35.0	19.9	32.8	52.7
Socio-Economic Status							
Subsidized meals	252	96.4	28.2	42.3	14.1	15.5	29.5
Full-pay meals	1,451	99.3	10.0	33.9	20.7	35.3	56.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	425	99.5	16.9	29.7	42.3	11.1	53.4
	7	646	99.7	13.9	39.5	39.5	7.0	46.5
	8	619	99.0	9.7	39.1	35.2	15.9	51.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	480	99.6	13.9	34.1	35.2	16.7	52.0
	7	609	99.5	10.0	35.5	46.0	8.5	54.5
	8	622	99.7	12.4	43.0	37.8	6.9	44.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.8	10.3	27.2	34.8	27.7	62.5
	7	646	99.9	10.5	32.8	19.1	37.5	56.6
	8	619	99.2	15.4	38.7	24.2	21.7	45.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	480	99.6	9.8	33.5	30.2	26.5	56.7
	7	609	99.3	8.1	31.5	24.4	35.9	60.3
	8	622	99.7	16.1	35.2	25.0	23.7	48.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.5	16.9	30.1	23.5	29.5	53.0
	7	645	99.7	13.0	28.6	20.1	38.3	58.4
	8	619	99.2	14.2	28.3	19.1	38.4	57.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	480	99.8	21.9	27.5	21.2	29.4	50.6
	7	608	99.5	11.9	27.0	26.0	35.1	61.1
	8	621	99.5	12.6	31.3	18.7	37.5	56.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	424	99.8	7.6	22.9	22.4	47.1	69.5
	7	645	99.5	15.7	33.0	19.2	32.1	51.3
	8	618	99.2	7.5	29.7	24.1	38.6	62.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	480	99.8	10.4	27.3	19.9	42.4	62.3
	7	608	97.7	14.1	40.3	16.2	29.4	45.6
	8	621	99.4	12.6	36.0	23.2	28.1	51.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,710)				
Students enrolled in high school credit courses (grades 7 & 8)	27.7%	Up from 25.7%	31.6%	16.7%
Retention rate	1.6%	Down from 3.6%	0.7%	2.5%
Attendance rate	96.7%	Down from 96.9%	97.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	Down from 1.7%	1.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.3%	Down from 1.8%	1.0%	1.0%
Eligible for gifted and talented	33.1%	Up from 24.9%	37.8%	15.6%
On academic plans	15.6%	N/AV	16.6%	39.9%
On academic probation	0.8%	N/AV	0.8%	0.7%
With disabilities other than speech	5.8%	Down from 8.3%	6.8%	12.4%
Older than usual for grade	1.8%	Down from 2.0%	1.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 117)				
Teachers with advanced degrees	57.3%	Up from 57.0%	56.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.5%	N/A	3.6%	9.1%
Teachers with emergency or provisional certificates	11.0%	Up from 4.9%	7.6%	5.6%
Teachers returning from previous year	92.7%	Down from 94.1%	88.5%	84.6%
Teacher attendance rate	94.4%	Down from 94.6%	95.0%	94.8%
Average teacher salary	\$45,598	Down 0.1%	\$42,537	\$42,267
Prof. development days/teacher	11.3 days	Up from 9.8 days	13.1 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Down from 24.1 to 1	25.1 to 1	21.1 to 1
Prime instructional time	89.8%	Down from 90.5%	90.5%	89.0%
Dollars spent per pupil*	\$5,869	Up 6.6%	\$5,554	\$6,243
Percent of expenditures for teacher salaries*	64.3%	Down from 65.0%	59.2%	59.8%
Percent of expenditures for instruction*	66.8%		68.0%	65.2%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.0%	Down from 98.4%	97.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As I reflect on the 2005-2006 school year, I am filled with pride. Lexington Middle continues to grow and is the largest middle school in the state with 1,716 students and 185 staff members providing a supportive learning environment.

The SC Department of Education awarded LMS the Palmetto Gold Award for the fifth consecutive year and identified LMS as the Palmetto Gold Showcase School for the year 2005-2006. As we filmed a documentary video for ETV, we acknowledged that this was the result of our parent support along with both the students' and the teachers' hard work. This honor was not simply the result of one year's work but the culmination of the time invested not only at our school but also at our feeder schools.

LMS continues to focus on literacy across the curriculum. Our literacy coach meets daily with teachers to plan strategies such as Readers Theater and Socratic Seminar. In addition, two graduate classes were taught after school addressing literacy support for all students. A third class focusing on the construction and alignment of teacher-made assessments to state standards was also taught on campus. Time and effort to develop classroom libraries resulted in the purchase of reading material matched to instruction across the curriculum.

One of the challenges that LMS faces is moving ALL students forward with stronger skills in every content area. As a result, this year brought renewed focus on the core areas of instruction. Concentrated planning meetings, collaborative time for study, and time spent matching and assisting the standards are ongoing strategies.

Our guidance department served students in many different ways. A Cat Camp provided an overview of life at LMS in order to help the students entering from the four feeder schools feel comfortable. A career fair was held for all eighth graders that linked the South Carolina Career Clusters to occupations. We were appreciative of the parents and community leaders who came to campus to provide information to the students as they investigated careers of interest. In the eighth grade, conferences were held to inform both parents and students of the choices that they would face in high school.

The school year of 2005-2006 ended a 28-year long era of LMS as the only feeder middle school to Lexington High School. As the separation of staff and student populations occur, LMS will continue building a program of excellence for each individual student served.

Laura S. McMahan, Principal

Todd Steagall, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	107	560	354
Percent satisfied with learning environment	99.1%	78.3%	83.3%
Percent satisfied with social and physical environment	97.2%	81.1%	76.6%
Percent satisfied with school-home relations	97.2%	85.6%	79.3%

*Only students at the highest middle school grade level at this school and their parents were included.